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ABSTRACT

A discussion of Australia's language teaching situation focuses on the design of curricula in languages other than English (LOTE) and its possible role in the decline in LOTE enrollment in recent years, and addresses the LOTE profession's efforts to change that situation. First, Australian society's demographic composition is outlined, and the structure of educational provision for LOTE learning is reviewed. Recent language policy interventions are also discussed. A proposed LOTE curriculum design similar to one developed in the Victorian State is discussed, which looks, in particular, at several features of the design intended to stimulate access to and success in LOTE learning. Finally, the new curriculum's capacity to attract students is examined. It is concluded that several features of the new curriculum design allow the development of LOTE instruction that is impartial to diversity, eliminate the current hierarchical nature of certification, and make access to instruction much easier, especially for the large number of students wishing to begin study in grade 11. (MSE)

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LANGUAGE CURRICULUM IN A MULTICULTURAL SOCIETY

Marta Rado and Chris Reynolds

ABSTRACT

Paper presented at the 16th FIPLV World Congress on Language Teaching, Australian National University, Canberra, 4-8 January, 1988.

This paper focuses attention on the design of LOTE (Languages Other Than English) curriculum and discusses latest developments generally in Australia, but more especially in Victoria. It briefly considers the demographic composition of Australian society and the structure of educational provision in particular as these relate to LOTE learning. Further it discusses some features of a LOTE curriculum design proposal similar to that developed at the Victorian State level. The features of this proposal are intended to stimulate access and success in LOTE learning.

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LANGUAGE CURRICULUM IN A MULTICULTURAL SOCIETY

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INTRODUCTION

Australia by any criterion is a multi-cultural society and one in which a steady but small proportion of students have elected to pursue studies in Languages Other Than English (LOTE). A recent report (Lo Bianco, 1987) informs us that less than a fifth of all school students study one or more languages other than English at any one time; fewer than 1/3 of all Australian schools teach one or more languages other than English. This compares with 40 percent in 1967.

In this paper it is assumed that curriculum design has played a significant part in the state of play which these figures reflect, although perhaps not a determinant one.

Whether LOTE curriculum design can in any sense be regarded as a site for determining the state of play in language learning or whether it is simply the manifestation and/or mediating form is not a question which will be addressed here. Rather it is assumed that, whatever the case, changes in curriculum design do make a difference. For that reason in this paper we focus attention on the design of LOTE curriculum and discuss latest developments generally in Australia, but more especially in Victoria. In that State the proportion of students presenting a LOTE at Year 12 have been 4-5 percent lower than in New South Wales for example during the period 1978-86. One major challenge for LOTE curriculum designers in Victoria has therefore been to attempt to redress this comparatively unsatisfactory situation. This paper describes some aspects of how the challenge has been taken up.

It falls into three parts. The first part briefly considers the demographic composition of Australian society and the structure of educational provision in particular as these relate to LOTE learning. Reference is also made to recent interventions in the form of the National Language Policy.

In part two consideration is given to some features of a LOTE curriculum design proposal similar to that developed at the Victorian State level. The features of this proposal are intended to stimulate access to and success in LOTE learning.

Part three reviews such a curriculum design in relation to the problem of the unsatisfactory rates of participation in LOTE learning especially as far as the capacity of the new curriculum to attract students to learning a LOTE.

THE CONTEXT

In his discussion of policy and the necessity for national planning in the management and development of language resources in Australia, Clyne (1980) argues the need for community language programs in schools - elsewhere somewhat imprecisely referred to as 'immigrant languages' (op cit: 2). This approach has for some time been generally accepted in education systems across Australia both as a response to the political activity of a wide range of groups, from ethnic communities to educational circles, and in a recognition by language activists that a home language represents a resource which should be developed in the school setting.

Within each State and Territory, but especially in those with high numbers of Non-English speaking immigrants, governments have responded to changes in the demography of school-going populations in various ways. Apart from the emergence, especially in the early '70's, of Commonwealth programs such as the Disadvantaged Schools Programs

components of which were specifically focused on those requiring tuition in English as a Second Language, the 'needs-based' funding of a large range of non-government schools greatly increased the resources available to Catholic schools. This enabled them to provide for the large numbers of such students then in Catholic schools.

A further and more recent example of this has been the publication of a National Language Policy (Lo Bianco, 1987) which, while urging that greater funding be targetted at NESB students on the basis of need, also argues for increased attention to be paid to the upgrading of the national language resource on economic grounds. If indeed there were any doubts in the minds of legislators or public servants that the situation with language teaching in Australia requires urgent attention, the report should dispel them. The figures presented in the report make chastening reading for educators and the general community alike. For example, as Lo Bianco (op cit) reports in Australia, well under a quarter of all students study one or more languages other than English at any one time. Fewer than a third of all Australian schools teach one or more languages; only one in ten primary schools teach a language and 15 percent of all secondary schools do not teach a language at all.

More disturbingly, while one in five girls learn a language other than English during schooling, only one in six boys do so and, while less than three out of five students complete twelve years of schooling, of those only slightly more than one in ten study a language until the end of that time.

Worse still, while languages such as French, German, Italian, Spanish and Modern Greek are studied extensively by this small minority of the overall student population, only a minute proportion of students study a language of Australia's major Non-English speaking trading partners.

In recent years therefore, in addition to the broad policy work advocated by those like Clyne and undertaken by Lo Bianco and others, there have been significant attempts to focus attention on the curriculum and assessment arrangements both at senior and at junior levels of the school. In addition the Australian Language Level as a national project under the aegis of the Curriculum Development Centre is about to move beyond a developmental stage and the notion of a national curriculum through P-12 will, it is expected, provide some much needed coherence as well as the possibility for greater co-ordination between State education authorities in the area of language curriculum.

There has as well, however, been recent recognition of the need for a greater coherence of this kind within each State and Territory itself. In Victoria at Year 12 over thirty courses in LOTE have been offered as part of the Victorian Certificate of Education. The diversity of curriculum practices and the unevenness of the pedagogy associated with many of these courses has acted as a disadvantage to the students undertaking them, a frustration to the teachers teaching them and effectively therefore as a disincentive to their study. In Victoria as in some other states there have been recent and energetic measures taken both at Year 12 and below Year 12 by various of the agencies responsible for these separate areas to ensure that there is a coherence in the curriculum planning.

There has then been a widening perception of the need to address the structural problems in curriculum design as well as in the design of the assessment procedures applying to courses at all levels. The idea is that curriculum reform will attract students to undertake language study for the first time and also attract back students who have discontinued the language-learning process. To bring this about the need has been to eliminate what has been referred to as the 'conveyor-

belt' effect where students can be selected off, but not selected onto the language learning process.

So, in outlining one such endeavour, this paper is intended to highlight those features which in the light of contemporary understandings of language, language development and language teaching are likely to make language learning more attractive to a greater number of students.

DISCUSSION

Perhaps the first question to ask is whether it is legitimate to talk about a LOTE curriculum generally in view of the impressive number of languages involved internationally and nationally in a multilingual country like Australia (approximately 31 languages in Victoria). The answer is in the affirmative because despite the obvious differences there is sufficient commonality across languages.

All languages share the same rationale for introducing a language in the curriculum because the cognitive, social, personal and instrumental reasons are independent of a particular language. (See Appendix 1 for statement of rationale)

However, the inclusion of the study of a particular language in the curriculum must clearly be strongly influenced by student purposes and hence study foci. In Australia Lo Bianco (op cit) offers the following justifications for learning a LOTE from a national language policy point of view.

(1) Enrichment: cultural and intellectual

(2) Economics: foreign trade and vocations

(3) Equality: social justice and overcoming disadvantages

(4) External: Australia's role in the region and the world

(Lo Bianco, 1987)

Although the rationale exerts a powerful influence on syllabus design it is not the only significant factor. The syllabus is also shaped by the identity of the learners, the overall aims, the specific objectives, the guiding principles, the components, the teaching methodology, the assumed learning processes, learner input and the testing and other assessment procedures. Added to this is the assumption that there is an ideal syllabus one should try to approximate.

The concept of an ideal syllabus is useful because it highlights the common features of all language teaching and affirms a coherence of pedagogy as well as allowing for variations in the approach to each language. This also means that there is not so much a radical change in our practices as a reconceptualization of their focus and their coherence.

With an ideal syllabus in mind, this study program aims at offering students a rich array of language associated experiences. The task to be undertaken for the construction of such a syllabus would include identifying the following.

Table 1: TASK OF IDENTIFICATION

Learners

Rationale

Aims

Specific Objectives

Organising Principles

Relation with other Subjects including use of LOTE in other Learnings

Content Components

Teaching Methodology

Learning Processes

Learner Input

Testing/Examining Procedures

Course Evaluation

Using Evaluation for Improvement

(Based on Rado, 1985)

Undoubtedly the range and nature of the tasks involved in syllabus design are influenced not only by sociolinguistic considerations, but also by views on learning involvement and the expanded age range of learners. We owe much to the re-thinking associated with teaching adults who need to be able to use immediately what they have learnt. It is because of the pressure to satisfy adult learners who cannot wait for global proficiency to emerge in the distant future that much that has been implicit in language teaching has now been made explicit and prominent.

The syllabus to be presented here has links with notional/functional or communicative syllabus types but is not identical with them. It is similar in that it recognizes that language is learnt through use. It is different in that it stresses that the basic

organizational units of linguistic communication are the structured ways in which language is used in both speech and writing.

Shared knowledge between the speaker and hearer of the structures of specific language events is an important prerequisite of successful communication.

In other words it is not the single sentence but rather the coherent and structured sequencing of sentences that is the significant unit of communication. (Children acquiring their first language learn to participate effectively in communication before they can utter well formed sentences.) Language users need to be able to shape language events in a socio-culturally appropriate way taking context of situation and topic into account. Language event is in this sense a term which covers forms referred to as 'genre' or 'discourse type'.

Examples of language events or discourse forms are: conversation, instruction, report, novel, short story, poem, play, agenda, diary, debate, recipe, folk tale, message, advertisement. The list is far from exhaustive. It is given here as a reminder that firstly, some language events are culture specific as a form. But even if the form is shared across cultures the internal structure may vary. Secondly, that many language events occur both in speech and in writing. Thirdly, that one can usefully make a broad division of oral language into conversation and non-conversation and of written language into narrative and expository prose. Fourthly, that some labels refer to very broad categories, e.g. NOVEL may be further categorised as adventure, crime, detective, historical, romance, science fiction, spy, western and so on. Fifthly, that some categories can be inclusive of others. For example a conversation can include, jokes, anecdotes and so on.

Some language events, such as stories, may be common to all languages and cultures yet may vary radically in their structure among them. Others such as an initiation ceremony for adolescents or a wedding ceremony will be specific to some cultures and languages.

The patterns or structures associated with language events are not rigidly predetermined. They offer a range of choices to language users. These choices are influenced by the purpose the language events serve. For example a personal letter will be different in detail from a business letter. Nevertheless one can indicate in broad outline the shape of a typical letter.

Understanding and producing any written or spoken passage depends on the socio-cultural context in which it is used. Experience with language events therefore plays a most significant role in communication, and familiarity with the structure of language events is essential to both language use and language learning.

Defining the content of the syllabus in terms of speech events and the organizational principle in terms of language use sets this syllabus design apart from other syllabuses and so makes it unique. Nevertheless, this syllabus does not contradict the general approach adopted by newly developed frameworks in Australia such as the ALL Project, the National Year 12 Framework or the Victorian Education Ministry's LOTE Framework.

THE COMPONENTS OF THE SYLLABUS DESIGN

The components which this syllabus design specifies are:

1. Language events
2. Themes and/or topics
3. Resources
4. Linguistic elements
5. Activities

6. Student/Teacher Roles

7. Work Requirements

8. Assessment

Constructing a syllabus involves a series of steps consisting of sets of selection procedures. The first set of selection procedures is preliminary to the identification of syllabus components. It involves identifying focus/foci of the course on the basis of learner characteristics such as educational and language background, reasons for and interest in learning the LOTE.

Likely course foci in Australia are:

1. Global proficiency
2. Everyday communication
3. Travel
4. General vocational
5. Career specific
6. Access to culture
7. Language maintenance
8. Special interest
9. Links with other fields of study
10. Other .....

The criteria used in identifying the course focus/foci are based on student characteristics and socio-linguistic considerations. Such considerations continue to operate throughout the whole of the process of selecting components for the courses devised at the provider or school level.

SYLLABUS COMPONENTS: SELECTION CRITERIA AND EXAMPLES

Choosing Language Events

As shared knowledge of language events is essential for successful communication, it is important to give students experience of a socio-culturally appropriate range of these. The following criteria would seem to apply:

Criteria for Selecting Language Events

- General currency/usefulness
- Accessibility to students *
- Relevance to the chosen theme
- Potential for a range of activities
- Cultural significance
- Availability of resources
- Relevance to student purposes and interests
- Coverage of a range of language events

* i.e. essays may not be appropriate for some learners

Choosing Themes and Topics

Through well considered theme and topic choice one can ensure that LOTE study stimulates cognitive, social and affective development. It is essential that apart from linguistic content LOTE study has also subject matter content that is appropriate to the chosen focus of the course. The study design emphasises topic variety and topic linkage in ways that suit different languages and student groups. Consequently some topics may aim at breadth, others at more in depth study.

Criteria for selecting themes and topics:

- be of interest and accessible to students
- relate knowledge to its social context and use, and where relevant, reflect Australian experience
- have the potential to exemplify style variation in language use

- have cultural significance
- be worthwhile and challenging
- be linked, where appropriate, to other subject areas students are studying

Examples:

The community speakers of the LOTE in Australia

School life and education

The image the LOTE speakers have of themselves and their country of origin

Family life and friends

Biography: Famous People/Personalities

Business Course

Topics Related to other Areas of the Curriculum

Choosing Resources

Resources, that is stimulus and outcome materials, must be so selected that they lend themselves, as much as possible, to genuine language use.

Criteria for selecting resources

- Variety in the use of auditory and visual channels
- Variety in exercising the four skills: listening, speaking, reading and writing
- Variety in the mode of communication, i.e. face-to-face, to groups etc.
- Variety in the degree of authenticity of the materials
- The socio-culturally appropriate editing of the texts
- The appropriateness for the Australian setting
- The potential of resources to stimulate
    a) spontaneous student responses
    b) further independent study
- Variety in style
- Communicative value

- Variety in providing individual and group work
- Variety in commercially produced and teacher and student constructed materials
- Quality of appearance/visual appeal
- The level of language complexity appropriate for the language ability of students (some familiar and some new)
- Potential for recycling what has been learnt

Examples:

Novel

Song book

Film/video (feature, documentary)

Computer programs

Comics

Choosing Linguistic Content

The linguistic content arises out of the theme and/or topics and the resource materials.

The elements of the linguistic content must be chosen for their discourse significance and properties, as well as for their grammatical features. It must be remembered, that there is a connection between language events and the linguistic forms they contain.

Note that language serves its users well because of the variety of functions it can fulfil. It can, for example, convey at the one time factual information and feelings and attitudes. From the teaching/learning point of view it is important to note that one linguistic form may fulfil a variety of such functions, and conversely one function may be expressed by many different forms. This does not exclude the possibility of identifying typical forms (e.g. greetings, expressing gratitude).

Depending on the point of view adopted, language functions can be classified in various ways. The classification system presented (in Appendix 2) is designed for teaching purposes and incorporates the generally accepted major groupings, their categories and sub-categories. However the list is not intended to be exhaustive.

Criteria for selecting grammatical/lexical forms

- Learner readiness/interest
- Requirements for a particular text comprehension/production
- Typical association with the language event in focus
- Usefulness/productivity in other contexts
- General frequency of particular language item(s)

Examples:

(See Appendix 3)

Choosing Activities

Up to this point what we have done is to specify with an increasing degree of accuracy the content of the syllabus in terms of stimulus and outcome materials. However, in order to realise the syllabus we need to choose the activities that will embody the content; in other words to transform language as form into language as action. This involves identifying what students will do including the roles they will assume in activities that will reflect, as far as possible how people use language in real life. Activities are a form of doing which often combine linguistic and non-linguistic elements such as acting a sketch or following instructions to assemble an appliance.

Just as there is no one-to-one correspondence between form and function in language, so there is no one-to-one correspondence between a language event and an activity. For example the form in which one makes a complaint in the course of conducting everyday affairs can be realised through a conversation, a letter, a message and so on. On the other

hand a set of instructions can be associated with playing a game, making a model, repairing a damaged article and cooking a dish.

The activity is the 'means' and the language event is the 'end' of language learning.

Criteria for selecting activities

- Congruence with focus of unit
- Culturally appropriate
- Of communicative value
- Reflecting real life activities in the country/countries where the LOTE is spoken and in Australia
- Of immediate as well as long term value for using the LOTE
- Relevance to the theme and topic
- Potential for personal development
- Potential for group involvement and collective purposes

Examples:

A. Getting to know people (appearance, interests, skills, talents, personality traits, future plans etc.)

- responding to introductions
- introducing oneself/others, orally or in writing
- preparing for an interview: giving it or conducting it
- writing a job application according to specifications
- keeping a diary
- doing detective work by finding the culprit
- ordering and labelling a photo album

B. Dealing with facts, ideas and opinions

- checking the reliability of information
- completing information
- discussing similarities and differences
- discussing consequences

- decision making/influencing others (making arrangements with other people, carrying out transactions, e.g. buying, selling)

C. Entertaining and Being Entertained

- telling stories, anecdotes, jokes
- composing a humorous sketch or a dramatic scene (for TV)
- reciting a poem
- writing a contribution to the school magazine
- solving/constructing a crossword puzzle

D. Culture Learning

- comparing information obtained verbally and/or visually about the country where LOTE is spoken and Australia
- listening to and asking questions from invited LOTE speakers
- preparing an anthology of oral histories
- observing, discussing, using style variation in various social situations
- participating in mini-dramas, culture capsules and assimilators, audio-motor units (these are techniques for gaining cultural insights)

E. Study Skills

- participating in word building and vocabulary expansion exercises
- extracting information from oral and print sources and presenting it as a
  - graph
  - table
  - chart
  - summary
  - report
  - classification/categorisation
  - set of notes
  - analysis of findings
- scanning a text
- gisting a text
- making stylistic changes
- abbreviating/expanding

Choosing Roles

The roles students and teachers assume in carrying out a language activity in partnership or individually will vary according to the nature of the activity. Role changes between students and between students and teacher may occur in the course of an activity or across activities. A wide coverage of activities is an effective way of providing meaningful language learning opportunities and for demonstrating what the learner can do.

Criteria for choosing student/teacher roles

- Cultural appropriateness
- Similar to students' real life role experiences
- Relevant to students' present and future role experiences
- Providing insights into the social implications of roles
- Offering a generally broadening experience
- Offering experience in style variation
- Associated with activities to be planned
- Suggested by theme and topic

Examples:

- announcer
- audience
- chairperson
- commentator
- information seeker/user
- interpreter
- interviewee
- interviewer
- judge
- lecturer
- narrator
- note-taker
- reader
- reporter
- researcher
- story teller
- tutor
- witness
- writer
- adjudicator

Work Requirements

Work requirements describe what tasks a student must complete in order to satisfy the requirements for a unit.

Work requirements must

a) be coherent with all other design elements within a unit

b) be complementary to each other and

c) reflect student needs and purposes.

The pattern of work requirements must be constructed in a way which reflects progression between units. In particular where a progression from one unit to another is required viz. from 1/2 to 3/4 units. Progression is indicated in a number of ways.

Progression between units

Progression from semester 1 to semester 4 will be shown in

- the range and number of tasks performed by the students
- the degree of support available to them in the performance of these tasks
- the degree of protraction or linkage of the activities
- the increasing range of functions and notions the students use
- the complexity of the linguistic content of the materials they use
- increasing fluency in the spoken and written use of the language
- an increasing range of the forms of language use
- the increasingly correct use of a range of appropriate styles of speech and writing

Bearing this in mind it is possible to develop a checklist of specifications which will permit the identification of appropriate sets of work requirements.

Example:

Work Requirement Checklist:

Unit No.

Study Design Element	Course Specification (example only)
Focus	General proficiency
Language Event(s)	Interview*
Theme and Topic	The Community Speakers of the LOTE in Australia.
Activities	Drafting an interview schedule/ choosing interviewees appropriately/conducting interviews/analysing and reporting results.
Student/teacher role/setting	Students: interviewer/researcher Teacher: adviser Setting: homes of interviewees and classroom.
Linguistic Elements	Structuring conversations/ different question types/ellipsis
Student Purposes	To find out about LOTE Community
Mode of Language use	Receptive/Productive
Cooperation	Some group and some individual
First draft or improved?	Interview schedule redrafted/ improved. Final Report checked by teacher

*The above example would entail conducting an interview with a member of a Community LOTE involving six questions and the rewording, analysis and reporting of the statements made by interviewees.

Conclusion

The distinctive features of the curriculum design just described are firstly that it broadly interprets language use with attention to rendering it realistically; secondly that it targets the use of language events or discourse forms appropriate to a specific LOTE and/or group of LOTE learners; thirdly that it caters flexibly to the different types of students and across a range of different language types; fourthly that by building upon the universal features of language, language use and language development it applies a set of criteria across the language specific curriculum thereby ensuring not only the comparability of components but also the overall standards of courses despite the envisaged variation in foci; finally that it specifies student learning in terms of patterns of work requirements which emphasise a progressive development in language competence and the production of meaning by learners.

This design achievement will open up several possibilities. The first of these is the possibility of catering for diversity impartially. As was described in earlier remarks, this diversity is great. However, by conceptualising a common framework which is adjustable to student background, needs and purposes as well as to the LOTE in question it is expected that inappropriate and unhelpful distinctions in the forms of testing and reporting student attainments may be eliminated. The hierarchical nature of present certification arrangements in Victoria will become a thing of the past and the Study Design for LOTE will become accessible to students much more readily especially to those who may wish to undertake its study for the first time at Year 11. The existence of a large number of students wishing to

do this is attested to by the numbers who in New South Wales enter courses for which only those who are beginner language learners at Year 11 are eligible.

Two final points. In this paper there is no detailed discussion of the assessment procedures which will apply at the semester 3/4 level. It is known, however (see VCAB Policy Statement, September 1987), that these will be graded, (although not aggregated) for each unit and that a summative profile of achievement on a number of common assessment tasks will be produced. To what extent the imposition of these requirements on the study design will require adjustments to it is not yet clear. What is at least clear is that there is a need to ensure fidelity between the major features of the design outlined in this paper and the assessment element. Any gross mismatch will undoubtedly be reflected in distinctions in the planning and implementation of courses at the provider/school level and will frustrate the intentions of the curriculum designers.

Secondly, it is assumed in this paper, somewhat simplistically we feel, that changing curriculum design will change teaching and learning practices. The educational change literature (Hall, 1980; Leithwood, 1982; Fullan, 1982) would appear to deny this likelihood. On the other hand without a change in curriculum design the agenda for necessary reform in the teaching and learning of LOTE in Victoria will continue to be obstructed by institutional forms and practices which hinder the attraction of students to LOTE learning in Australia in anything like large enough numbers and also fail to deliver the quality of LOTE learning this country requires.

Appendix 1

Table 1: LOTE TEACHING RATIONALE

INTELLECTUAL ADVANTAGES

- Intrinsic Value
- Good Education
- Discipline of the Mind
- Unique Experience

LINGUSITIC AWARENESS

- Reflecting on Language
- Language Analysis
- Language Correction
- Comparing Language Forms

INTEREST IN LOTE

- Language Maintenance
- Professional/Occupational Advantages
- Social Relations
- Personal Satisfaction

INSTRUMENTAL

- Obtaining a High Score

Appendix 2

Examples (selected on the basis of language universals).

- intonation
- vocabulary
- basic word order
- the verb group
- markers of verb and noun phrase relationships
- notions of place, time, quantity and manner
- notions of cause, effect and change
- sentence construction in speech and writing
- cohesive devices of referencing e.g. pronouns
- cohesive devices connecting parts of the Language Event e.g. conjunctions
- markers indicating modality, such as possibility, likelihood
- elements essential for word meaning relations
- culturally-based conventions of speech and writing
- style variation related to social relationships
- appropriate/frequently used language functions
- non-verbal communication

Appendix 3

Language Functions

Group A: Referential

1 Factual information
1.1 identifying
1.2 reporting through description/comparison
1.3 reporting through narration
1.4 correcting
2 Argument
2.1 expressing agreement/disagreement/concession
2.2 confirmation/denial
3 Seeking information, exposition and meta-lingual communication (e.g. talking about language)
3.1 questioning, inquiring
3.2 hypothesising
3.3 proving
3.4 assuming
3.5 generalising
3.6 explaining
3.7 defining
4 Emotional and moral attitudes
4.1 expressing approval, liking, satisfaction
4.2 expressing preference
4.3 expressing disapproval, dislike, dissatisfaction
4.4 expressing interest/lack of interest
4.5 expressing hope
4.6 expressing disappointment
4.7 expressing surprise
4.8 expressing worry, fear
5 Likelihood/probability
5.1 expressing ability
5.2 expressing possibility/impossibility
5.3 expressing probability/improbability
5.4 expressing logical conclusions (deduction)
5.5 expressing prediction and predictability

Group B: Modal, attitudinal and affective

6 Attitudes to truth/certainty
6.1 positive: expressing certainty/uncertainty
6.2 intermediate: expressing conjecture
6.3 weak: expressing doubt
6.4 negative: expressing disbelief
7. Volition
7.1 insisting
7.2 expressing intention
7.3 expressing want, wish, desire
7.4 expressing willingness
8 Commitment
8.1 granting/seeking permission
8.2 expressing obligation
8.3 expressing prohibition

9 Suasion (getting things done)
9.1 expressing commands; instructing, directing
9.2 expressing requests
9.3 inviting
9.4 suggesting a course of action
9.5 advising
9.6 warning
9.7 promising
9.8 threatening

Group C: Social communication

10 Greetings
10.1 greetings
10.2 farewells
10.3 introductions
10.4 seasons greetings
10.5 toasts
11 Acknowledgement
11.1 thanking, expressing gratitude
11.2 apologizing
11.3 expressing regret
11.4 expression appreciation
12 Empathy
12.1 congratulations
12.2 condolences
13 Attention signals
13.1 vocatives

Group D: Declaratory (bringing about changes)

14 Appointing, sacking, inaugurating, sentering, judging, naming, umpiring, vetoing, voting

Group E: Structural (organising and maintaining communication)

15.1 Beginning/ending letters/narratives
15.2 Opening/closing conversations
15.3 Turn-taking
15.4 Changing the topic
15.5 Indicating the high point of a story
15.6 Punctuating and paragraphing

(Based on Ydlden, 1983)

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